

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



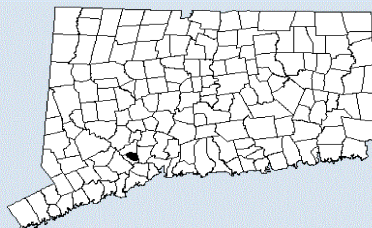
Ansonia School District

Ms. Carol Merlone, Superintendent • 203-736-5095 • www.ansonia.org

District Information

Grade Range	PK-12
Number of Schools	5
Enrollment	2,338
Per Pupil Expenditures ¹	\$13,360
Total Expenditures ¹	\$35,912,832

¹Expenditure data reflect the 2012-13 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,094	46.8	48.3
Male	1,244	53.2	51.6
American Indian	6	0.3	0.2
Asian	40	1.7	4.6
Black or African American	431	18.4	12.9
Hispanic or Latino	708	30.3	21.2
Pacific Islander	19	0.8	0.0
White	1,086	46.4	58.4
Two or More Races	48	2.1	2.3
English Language Learners	84	3.6	5.7
Eligible for Free or Reduced-Price Meals	1,544	66.0	37.3
Students with Disabilities ¹	318	13.6	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	106	10.2	52	4.7
Male	145	12.2	143	11.3
Black or African American	58	13.5	62	13.7
Hispanic or Latino	93	14.0	64	9.0
White	93	9.1	65	6.0
English Language Learners	10	12.7	*	*
Eligible for Free or Reduced-Price Meals	209	13.7	144	8.8
Students with Disabilities	53	15.9	49	12.6
District	251	11.3	195	8.2
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 703

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	145.0
Paraprofessional Instructional Assistants	36.0
Special Education	
Teachers and Instructors	21.0
Paraprofessional Instructional Assistants	52.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	8.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	11.0
Counselors, Social Workers and School Psychologists	13.0
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	91.2

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	1	0.5	1.0
Black or African American	3	1.5	3.5
Hispanic	5	2.5	3.6
Native American	0	0	0.1
White	195	95.6	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.9
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.9	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	19	28.4	31	47.7
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	12	15.4	17	24.6
Students with Disabilities	0	0	0	0
District	28	21.4	42	33.3
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	9	27.3
Emotional Disturbance	15	48.4
Intellectual Disability	10	*
Learning Disability	85	94.4
Other Health Impairment	71	88.8
Other Disabilities	8	30.8
Speech/Language Impairment	40	97.6
District	238	74.6
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	38	1.5	1.4
Emotional Disturbance	31	1.3	1.0
Intellectual Disability	18	0.7	0.4
Learning Disability	90	3.6	4.2
Other Health Impairment	80	3.2	2.5
Other Disabilities	35	1.4	1.0
Speech/Language Impairment	46	1.9	1.9
All Disabilities	338	13.7	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	49	14.4	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	17,067,803	7,076	8,769
Instructional Supplies and Equipment	930,038	386	275
Improvement of Instruction and Educational Media Services	498,703	207	487
Student Support Services	1,269,947	527	965
Administration and Support Services	3,699,976	1,534	1,600
Plant Operation and Maintenance	6,856,789	2,843	1,472
Transportation	1,828,625	665	786
Costs of Students Tuitioned Out	3,204,191	N/A	N/A
Other	556,760	231	178
Total	35,912,832	13,360	14,642

Additional Expenditures

Land, Buildings, and Debt Service	7,718,043	3,200	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,944,093	25.5	35.6
Noncertified Personnel	1,129,956	14.8	14.5
Purchased Services	114,561	1.5	5.0
Tuition to Other Schools	2,965,910	38.8	21.4
Special Ed. Transportation	923,319	12.1	8.5
Other Expenditures	557,995	7.3	14.9
Total Expenditures	7,635,834	100.0	100.0
PK-12 Expenditures Used for Special Education		21.3	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	39.2	40.1
State	56.2	54.3
Federal	4.3	5.2
Tuition & Other	0.3	0.4

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	64.8	64.6	59.6	60.8	.	.	.	.
Hispanic or Latino	65.8	68.2	66.9	64.3	.	.	.	.
English Language Learners	55.2	54.2	51.7	47.2	.	.	.	.
Eligible for Free or Reduced-Price Meals	67.5	67.9	66.5	64.7	.	.	.	.
Students with Disabilities	38.8	36.0	35.2	34.4	.	.	.	.
High Needs	66.0	66.3	65.3	62.9	.	.	.	.
District	72.9	72.9	70.8	68.2	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	39.7	45.5	44.0	52.3	.	.	.	.
Hispanic or Latino	57.2	49.2	46.5	61.0	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	52.3	47.9	50.8	55.5	.	.	.	.
Students with Disabilities	34.2	.	24.8	.	.	.	.	.
High Needs	51.1	47.2	49.7	52.6	.	.	.	.
District	61.2	55.6	58.5	57.8	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	80.8	76.7	87.8	90.7	637	83.5
Curl Up	73.7	63.3	89.0	95.3	637	79.3
Push Up	43.6	51.1	66.9	79.1	637	59.2
Mile Run/PACER	78.2	57.2	52.3	71.3	637	63.9
All Tests - District	26.3	17.8	41.9	60.5	637	35.0
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	48	70.8	76.1	No	77.9
Hispanic or Latino	49	65.3	63.5	Yes	66.6
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	144	69.4	61.5	Yes	64.7
Students with Disabilities	25	64	49.7	Yes	54.1
District	212	75.5	73.2	Yes	75.3
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	73.3	19	16.4
Male	52.5	20	14.2
Black or African American	66.7	*	*
Hispanic or Latino	45.6	*	*
White	68.2	29	22.0
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	57.1	14	9.5
Students with Disabilities	*	0	*
District	61.9	39	15.2
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	66.3	87.5
Male	45.2	82.7
Black or African American	62.2	*
Hispanic or Latino	55.3	81.8
White	54.7	89.2
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	54.0	78.2
Students with Disabilities	*	*
District	57.5	85.2
State	72.7	88.5

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2012 - 2015 academic year, the district began to implement and monitor its 3-year District Improvement Plan (2012-2015) to increase achievement and close achievement gaps and a 3-Year Technology Plan (2012-2015) to embed digital and web-based resources and practices into curriculum and instruction. This process has begun again and the new three year plan for 2015 – 2018 is being written during the District Data Team in order to obtain input from a variety of stakeholders (parents, community business leaders, teachers, and Administrators). School and District Data Teams became fully operational. The 3-Year Curriculum Development Plan roll-out for pre-K through 12 Language Arts and Math curriculum aligned to the Common Core State Standards has progressed as scheduled. The staff was trained in research-based Effective Teaching Strategies, Differentiated Instruction, Common Core State Standards and Kim Marshall's rubrics for teacher observation. Workshops were offered to all staff to promote the use of digital technology to enhance teaching and learning. All K-6 classroom teachers and reading intervention teachers were trained/retrained and received in-class support in using running records to plan and assess student progress in guided reading groups. Classroom walkthroughs are conducted daily to monitor the effective implementation of these strategies and principals provide constructive feedback to teachers. Structures and processes for Scientific Research-based Intervention (SRBI) were planned and implemented including: hiring and training intervention teachers, training collaborative intervention teams in each building, scheduling tier 2 and 3 intervention blocks and the implementation of electronic tools such as Burst and RAPS 360. Additional AP courses have been introduced at the high school. Enrichment and Foreign Language classes are in place at Ansonia Middle School. The district seeks to involve parents and community members in educational initiatives through: participation in the district and school data teams, committees and a variety of activities. Community forums are hosted at each building to elicit support for school district initiatives and to address questions regarding student progress, district improvement plans and budgetary needs.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Ansonia Public School District educates a student population that is increasingly diverse. Approximately 74% of students qualify for free and reduced-price lunch. The district has taken significant steps to reduce ethnic, economic and racial isolation. The grade-level structure of our elementary schools is specifically designed to reduce such isolation. Our two K-6 elementary schools both serve a representative population of students from across the entire city – rather than being neighborhood-based. Each classroom within these schools receives an enrollment that is reflective of the community's diversity. This is dutifully maintained by our Central Office Registrar. The creation of a Human Relations Club at our High School and Middle School has been a significant contribution toward these efforts. This student-led organization has grown to nearly 125 members between the two buildings. They have sponsored two Student Conferences and three annual Community Conferences and. In addition, this group works closely with Ansonia's Mayor, who formed a Task Force on Race & Ethnicity. Ansonia collaborated with the Boys & Girls Club of the Lower Naugatuck Valley in 2002 when our five-year, 21st Century Community Learning Center Grant was approved. This collaborative has continued and provides Middle School programming for grades 6-8, including after school tutoring and enrichment/recreational activities three hours each day for the majority of the school year. Our two Elementary Schools now have an after school Science and Social Studies club where students can go for stem and enrichment activities. The district also provides literacy and recreational support to the two community-based after school programs in our city; while the local Boys and Girls Club partners with us by providing recreational support at the two sites. Many of our K-12 teachers lead programs that bring Ansonia students into other communities and learning experiences, including State Department of Education Inter-district Cooperative Grant Programs. Ansonia participates in the New Haven Magnet School Program, and 284 of our students attended one of the magnet schools last year.

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Equitable Allocation of Resources among District Schools

It is the policy of the Ansonia Board of Education that each of our schools within the district receives comparable resources, taking into account a variety of data related to District and School Improvement Plans, financial limitations, student achievement, and differing needs among schools and grade levels. In order to ensure equity, a four step process is followed: First, each building administrator works with her/his staff to assess grade-level curricular needs and develop a proposed annual budget aligned to their School Improvement Plan. Then, each administrator meets with the Superintendent to explain and justify this proposed building budget. Once the Superintendent has all submissions compiled, she applies her own review and adjustment process to balance the distribution of funding among buildings and initiatives checking that all budget requests are aligned to the goals of School and District Improvement Plans. Competing requests are evaluated and prioritized on the basis of which will add the highest value to help the district achieve its student achievement goals. Once finished, the Superintendent's budget is presented to the Board of Education for final approval.